DOCUMENT RESUME

ED 174 231 IR 007 507

AUTHOR	Aaron, Shirley L.
TITLE	A Study of the Combined School Public Library. Phase II.
INSTITUTION	Florida State Univ., Tallahassee. School of Library Science.
SPONS AGENCY	Florida State Library, Tallahassee.; Office of Education (DHEW), Washington, D.C.
PUB DATE	78
NOTE	96p.; For related documents, see IR 007 508 and ED 150 986
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Cooperative Programs; *Library Programs; Library Research; *Library Surveys; *Public Libraries; School Districts; *School Libraries

ABSTRACT

This second part of a 3-phase study, which examined the potential of cooperative ventures and combination libraries for improving school and public library services in Florida, analyzed past and present attempts at mergers and multi-type library cooperative activities to assess the present status of combinations and library cooperation in the state. Data were collected through interviews with administrators of two community libraries in one county and questionnaires sent to directors of public library systems, directors of municipal libraries, and district school media supervisors throughout Florida. Inquiries about cooperative activities focused on (1) multi-type library cooperative activities most and least frequently engaged in; (2) advantages and disadvantages of multi-type library cooperation; (3) agencies, institutions, or other entities most often called upon to provide cooperative services or resources; (4) terms of formal multi-type library cooperative agreements; (5) major barriers to cooperation and methods of overcoming them; and (6) additional cooperative library activities desired by library directors and school media supervisors. Responses were categorized by type of library affiliation and analyzed to provide preliminary insights into the status of multi-type library cooperation in Florida. Appendices include the questionnaires and the interview schedule. (Author/CMV)

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A STUDY OF THE COMBINED SCHOOL PUBLIC LIBRARY

Phase II

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IR001507

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ABSTRACT

TITLE: A Study of the Combined School Public Library: Phase II
AUTHOR: Shirley L. Aaron
DATE: 1978
SPONSORING AGENCY: The State Library of Florida
SOURCE OF COPIES: The State Library of Florida
R. A. Gray Building
Tallahassee, Florida 32304
NUMBER OF PAGES: 91

ABSTRACT:

In Florida, an increasing number of people are proposing the merger of public and school libraries as a logical way to improve services offered to users of all ages and to reduce expenditures. At this time concrete data on past and present attempts at consolidation in the state are not available to support or deny these contentions. Further, there are few guidelines available which can be followed by communities that are attempting to establish the feasibility of this organizational plan for their particular needs. These factors have prompted the State Library of Florida to fund a study which systematically examines the concepts of cooperative ventures and combination libraries to determine their potential for improving school and public library services in the state.

This year long study was begun in June, 1977 and is divided into three phases. Phase I, completed in September, 1977, involved: 1) the development of an interview schedule and other evaluative instruments to gather relevant information about combination programs; and 2) the visitation of selected sites to investigate the factors which brought about the success or failure of this type of program. Phase II, completed in June, 1978, analyzed past and present merger attempts and multi type library cooperative activities in Florida to assess the present status of combinations and library cooperation in the state. Questionnaires and interviews at selected combined library sites were used to gather information on each of these topics. The questionnaires were sent to directors of public library systems, directors of municipal libraries and district school media supervisors in Florida. The return was 72% from system directors and directors of municipal libraries and 67% from school media supervisors. Interviews were conducted at Meadowlane and Stone Community Libraries in Brevard County.

The basic areas examined during Phase II of the study about combined programs were: 1) number of combined school public library programs presently existing in the state of Florida; 2) location of these programs; 3) circumstances under which these combined programs were initiated; 4) degree to which these programs are successful according to the criteria developed for this study; 5) the future outlook for each presently existing combined program identified through this study; 6) number of combined programs previously existing in the state of Florida; 7) location of these programs; 8) reasons why these combined programs were dissolved.

Inquiries about cooperative activities were focused on: 1) most and least frequently engaged-in multi-type library cooperative activities; 2) advantages

and disadvantages of multi-type library cooperation; 3) agencies, institutions or other entities most often called upon to provide cooperative services or resources; 4) terms of formal multi-type library cooperative agreements; 5) major barriers to cooperation and methods of overcoming these barriers; 6) additional cooperative library activities desired by library directors and school media supervisors. Findings related to these areas were categorized initially by type of library affiliation of respondents. Then, responses from library directors and media supervisors were analyzed to provide preliminary insights into the status of multi-type library cooperation in Florida.

In Phase III, a model procedure will be developed to help a community decide whether a combined library or another alternative will offer the best library services in its particular locality.

INTRODUCTION

Phase II of the State Library of Florida study on combined libraries and cooperative ventures attempted:

- to identify past and present school public library combinations in Florida; and
- to determine the extent and types of cooperation among school public libraries in the state.

Questionnaires (See Appendix A), and interviews at selected combined library sites were used to gather information on each of these topics. The questionnaires were sent to directors of public library systems, directors of municipal libraries and district school media supervisors in Florida. The return was 72% from system directors and directors of municipal libraries and 67% from school media supervisors. Interviews were conducted at Meadowlane and Stone Community Libraries in Brevard County.

COMBINED PROGRAMS

The basic areas examined during Phase II of the study about combined programs were:

1. number of combined school public library programs presently existing in the state of Florida.
2. location of these programs.
3. circumstances under which these combined programs were initiated.
4. degree to which these programs are successful according to the criteria developed for this study.
5. the future outlook for each presently existing combined program identified through this study.
6. number of combined programs previously existing in the state of Florida.
7. location of these programs.
8. reasons why these combined programs were dissolved.

Presently Existing Combined Programs

Four presently existing combined programs were identified through questionnaires sent to directors of public library systems, directors of municipal libraries and district school media supervisors in Florida. These programs are located in Leon, Lee, and Brevard Counties. However, the programs in Leon and Lee counties were placed in a different category than those in Brevard County since they did not attempt to give a comparable range of public library and school media services in the same facility. In Leon County at Chaires the public library program is housed in a room of the school, but its services are offered exclusively to community members and this program is completely separated organizational and physically from the school library media center. The public library program was placed in the school building because the community lacked sufficient funds to support a separate program in another facility. A school-housed deposit collection of the public library serves both school and community members in a program in Lee County.

Since both combined programs in Brevard County offered a program of school and public library services in the same facility they were subjected to a more intensive investigation than was possible through a questionnaire. The project director visited these sites and conducted interviews with key professional and lay people who had been involved in the planning, implementation and evaluation of these programs. The interview instrument developed in Phase I of this study was used to gain the necessary information at each of the sites (See Appendix B).

An examination of the two combined library programs in Brevard County reinforced the conclusions arrived at in Phase I of this study (See Appendix C). These conclusions dealt mainly with the conditions under which a combined program should be considered by a community seeking to establish or improve library services.

Meadowlane Community Library

Meadowlane Community Library, which serves West Melbourne, Melbourne Village, surrounding unincorporated areas (population 9,500), and approximately 1,100 students from Meadowlane Elementary School, appears to be making maximum use of the resources available at its current level of development. However, a growing population, increased demands for services from school and public library patrons, and overcrowded conditions in Meadowlane Elementary School suggest that the combined program is an intermediate step which will ultimately result in school and public library programs in separate facilities.

The idea for the combined program at Meadowlane originated in 1968 because of the community's strong desire for library service in a remote area which had an inadequate public transportation system. Sufficient funds were not available to build a separate facility so the local community library association negotiated with the school board to house the public library program in the same building with a school library media center that was being constructed at Meadowlane Elementary School. As a result of these negotiations the School Board agreed to increase the funding allocated to the school by $30,000 so that the library facility could be adapted to the needs of the combined program. This was done with the understanding that the community would provide $30,000 to the School Board for use rights. These funds are being repaid at the rate of $2,000 per year by the Meadowlane Community Library Association which was established as a non profit corporation to act as an agent for the Meadowlane community. (The full terms of this initial agreement as well as subsequent legal agreements pertaining to the use of the Meadowlane Library are included in Appendix D.)

The Florida Statute which made the establishment of this program possible was 233.30 entitled "County Board Cooperative Libraries". This statute states:

> "Each county board may, at its discretion, make contracts or agreements with county or community groups or organizations for a cooperative program or programs of library establishment, maintenance, and use, and all such contracts or agreements with county or community groups or organizations shall provide that such cooperative school and county or school and community libraries shall be established on public school property and shall continue under the supervision and control of such board; and such part of the costs therefore as may, by contract or agreement, be properly chargeable to such county board shall be defrayed out of available county general school funds or, under limitations prescribed by law, other funds which may be or may become available for such purposes."

For the first two years of operation the Meadowlane Library was not a member of the county library system; but in 1972 it was accepted into this system after it had met the basic requirements for membership. This enabled the library to obtain additional funds and other services to improve the program.

At the present time the governing authorities of the Meadowlane Library are the Meadowlane Community Library Association, the Brevard County School Board and the Brevard County Library Board which is an advisory board to the county commission. The Association is responsible for the operation and financing of the public library function of Meadowlane. This body elects a board of directors to administer these responsibilities. The Board sets policy, attempts to hire highly qualified personnel, and interprets the library's functions, needs, and objectives to the community. The policies developed by

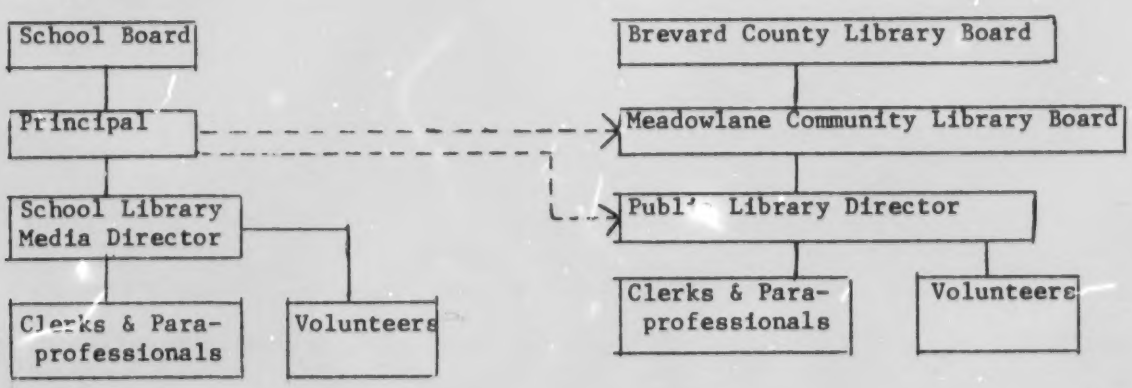
this Board are forwarded to the School Board for its information.

The Brevard County School Board employs the principal to act as its agent in directing the policies administered by the school media specialist for the school library media part of the Meadowlane program. The principal is also responsible for selecting school media personnel, interpreting the library program to the educational community and for supervising the library building. He is an exofficio member of the Association's Board. The School and Association boards abide by an operations manual containing policies relating to Meadowlane upon which they have agreed.

The Brevard County Library Board consists of five members appointed by the Brevard County Commissioners; one member from each district. They meet on a monthly basis to discuss, advise and assist in developing policies which will improve the county library system and services to all residents of Brevard County.

Until August 1976 the school library media specialist acted as director for both the school and public library portions of the program. The changes made at that time resulted in the directors of the public and school library programs assuming equal positions in the organization. The current organizational chart graphically reflects these relationships:

Organization Chart of Meadowlane Community Library



The Meadowlane Library is housed with the administrative suite of the school, but this building is separated from the classrooms, and students and community members are provided with different entrances to the library. Inside of the library an area called the quiet room is set aside mainly for adults, although children can get permission to use it as the need arises. The meeting room in the library may be loaned to the public library between nine and three when school is in session if it is not being used by the school. In this area teachers eat their lunch from approximately 10:30 to 1:00 each day. After three o'clock the public library is in charge of booking the meeting room which is available to community members until the library closes at night. With the possible exception of the quiet room, the school has top priority on the use of all areas in the library facility during the school day.

The two library directors are the only professional personnel employed in the program. The rest of the staff is composed of one full time and one half time clerk hired by the school board and one paraprofessional, two clerk typists, one clerk and two pages employed as part of the public library staff.

School library hours of operation are from approximately 7:45 until three o'clock Monday through Friday. The school media staff works during those hours. The public library hours of operation are from nine A.M. to nine P.M. Monday through Thursday and nine to six on Friday and Saturday. The public library director works from eight to five except on the day during the week that she works at night. No professional public library person generally works on Saturday.

In the area of programming public library personnel spend approximately 10% of their time offering this type of service to adults. A larger portion of the public library staff's time is spent on programming for children. The services offered most frequently to adults are reference, interlibrary loan

and circulation of materials. Public library personnel assist students at Meadowlane during school hours only as back up staff or when they are not busy. The school library staff spends most of its time offering readers advisory services to students in the school.

The collection at Meadowlane was begun through gifts from the community and with materials borrowed from the State Library. From that nucleus the collection has grown to approximately 17,000 books in the public library collection and 14,000 in the school library media collection. Many audiovisual materials have also been purchased mainly for students. When asked about the extent of duplication in the school and public library collections, most persons interviewed responded that they observed more extension of materials than duplication. However, some did indicate that duplication in the children's and reference area did occur but they indicated that little savings resulted from combining the school and public library collection because of the differing needs of students and other community members.

School and public library materials are shelved in separate sections of the library. If a student desires to get a book from the public library section during school hours, he must obtain permission from the school media specialist to go into that section. Once he has found a book that he wants in the public library area, the student must take the selection back to the school media specialist to get her permission to check the material out. Further restrictions may have resulted in the initial selection of materials by the public library staff because of the clientele served by the combined program. However, it was apparent that the public library staff would make every effort to borrow any material that a patron desired that was not owned by the library.

The budget allocated to the public library part of the program was comparable to that received by other public libraries in the system especially when one considers that the school pays a large part of the utilities, and other expenses of this nature. The school library budget has decreased steadily. Neither school nor public library personnel could provide documented evidence that savings have resulted from this organizational pattern. Nevertheless, the majority of the people interviewed did express the belief that economies did occur because of the combined program.

Interviews with key lay and professional people revealed a number of frequently cited factors which were said to have greatly contributed to the success of the program. The one most often stressed was community involvement and support. Others identified were: cooperation between the school and public library staffs; the desire of the principal of the school for the program to succeed; teacher support; cooperation of the school board; personality and motivation of the professionals in charge of the program; and the fact that most community activities revolve around the school.

The problems identified offered further insights into the operation of the combined program and its ability to serve the needs of students and community members effectively. The two problems mentioned most frequently were the overcrowded facility and the real possibility that because of the nature of the program censorship attempts by staff and community members were much more likely to occur. Others cited the lack of availability of professional public library staff during hours when community members were most likely to use the library. Closely related to this problem was the limitation imposed on the public library program by the school media operation during school hours. And, finally the observation was made that community members still fail to realize that Meadowlane is a public as well as a school library.

Meadowlane Community Library has successfully combined many of the ingredients required to serve a small community determined to obtain better library services. However, as this community grows and the library program continues to expand to meet the needs of community members, it is anticipated from the findings in Phase I of this study that the constraints imposed by the combined program will seriously limit the program of services to both school and public library patrons.

Stone Community Library

Stone Community Library in Melbourne (Brevard County) was also visited during Phase II of the study of combined programs in Florida. Much less time was spent at this site, though, than at Meadowlane because according to the criteria set up for judging the success or failure of a combined program, (See Appendix E) Stone was termed a failure.

The reasons for its failure appeared to be very similar to those identified during Phase I of the State Library of Florida study. First, the original motivations for initiating this type of library were to upgrade the Stone Middle School library facilities so that the school would not lose its accreditation, and, according to some of those interviewed, to pacify the Black community. Consequently, the initial and ongoing community involvement and support which is so important to the success of the combined program was missing.

Another factor which has appeared to limit the library's chances of success is that it is located less than two miles from another library. The other public library within the two mile radius provides a broader range of services to community members than is available at Stone.

A third constraint is the limited access which the community members have to professional library personnel. The Stone library employs only one

professional librarian who is a school media specialist and she is expected to serve both school and community members. This person generally works from eight A.M. to four P.M Monday through Friday. In addition, the librarian also works six hours per week for the city. However, the time for programming for other community members besides students seems to be very limited. Even the hours of operation are curtailed during the summer since the library is opened two rather than four nights per week as is the case during the school year.

These major problems make it extremely difficult for even the most dedicated library staff to provide a library program capable of adequately serving the need of students and other community members.

Other

In one of the questionnaires received during Phase II a public library director reported that efforts were made this year to initiate a combined school public library in a high school located West of Boynton Beach. Due to public apathy and governmental resistance, the project was modified to include a school media center with capabilities of expansion to include public libraries at some undetermined future date. The School Board had hoped to include other community services, such as recreation facilities, at this school site but such plans have been put aside for the present time.

Previously Existing Combined Programs

Through questionnaires directors of public library systems, directors of municipal libraries, and district school media supervisors in Florida identified three combined school public library programs which formerly existed in their legal service area or school district. A school media supervisor indicated that a school-housed main library serving both community and school

previously existed in Pinellas County. A temporary combined program in Palatka was identified by a public library director. In this instance the public library acted as the library for a private school which was located nearby until the school's permanent facility was built. Another public library director from Winter Haven indicated that the public library served an elementary school next door years ago. However, the school where this occurred no longer exists. Seven media supervisors and fourteen public library directors were uncertain about the former status of these programs in their areas.

MULTI-TYPE LIBRARY COOPERATION

The questionnaires included in Appendix A were used to gather information on the extent and types of cooperative activities in Florida's school and public libraries. They were sent to directors of public library systems, directors of municipal libraries, and district school library media supervisors. Specific areas addressed in these instruments were:

1. Most and least frequently engaged-in multi-type library cooperative activities;
2. Advantages and disadvantages of multi-type library cooperation;
3. Agencies, institutions or other entities most often called upon to provide cooperative services or resources;
4. Terms of formal multi-type library cooperative agreements;
5. Major barriers to cooperation and methods of overcoming these barriers;
6. Additional cooperative library activities desired by library directors and school media supervisors.

Findings related to these areas were categorized initially by type of library affiliation of respondents. Then, responses from library directors and media supervisors were analyzed to provide preliminary insights into the status of multi-type library cooperation in Florida.

Public Library Directors

Twenty-eight public library directors who responded to the questionnaire indicated that they were directors of a county or regional system. Forty-nine stated that they were directors of municipal libraries, and four said that they directed privately owned libraries. Eleven did not provide this information.

Sixty five of the directors felt that cooperative activities increased their institution's ability to serve patrons more effectively. Sixteen expressed negative feelings about the benefits of library cooperation and eleven offered no response. Ten of those expressing reservations about the benefits of cooperative activities were directors of municipal libraries.

Cooperative Activities

According to public library directors, the three areas in which multitype library cooperation occurred most frequently were interlibrary loan services, patron use of other library collections, and reference services obtained from and offered to other types of libraries. Thirty four directors declined to answer inquiries on this topic and nine stated that no cooperative activities were occurring. Table I identifies the categories and frequency of responses of library directors who named areas of cooperation.

Table I. -- Cooperative Activities Most Often Identified by Library Directors

Cooperative Activity	Frequency of Response
Interlibrary Loan Services	32
Reference Services	13
Patron use of materials from other collections for specific periods of time	7
Publicizing of Library Programs	6
Cooperative Acquisition of Mats.	3
Rotating collections	3
Information Sharing	3

Library Instruction	3
Co-sponsorship of Professional Activities,i.e., workshops,etc.	3
Materials Exchange	2
Library Programming	2
Bookmobile Services	2
Consultant Services	2
Processing of Materials	1
Library Tours	1
Exhibits Displayed From Other Libraries	1
Staff Development Activities	1

Respondents stated that those agencies or types of libraries most often cooperating in the kinds of activities listed in Table I were school libraries (15 responses), followed by college and university libraries (13 responses), the State Library (8 responses), and community college libraries (6 responses). Forty public library directors failed to indicate which agencies or types of libraries most frequently engaged in cooperative activities with their library system or municipal library.

Since it was anticipated that interlibrary loan services would be one of the most frequently offered cooperative activities, questions pertaining specifically to this area were asked of public library directors. Seventy four library directors said that their libraries provided interlibrary loan services to secure books that were unavailable in public libraries in their legal

service area. Eight directors of municipal libraries stated that they did not provide this service. Sixty one library directors said that interlibrary loan services were provided for unavailable periodicals, while twenty one directors of municipal libraries and two directors of library systems indicated that this service was not offered. Thirty six library directors stated that libraries under their direction attempted to borrow locally unavailable audiovisual materials sought by patrons, while forty six directors stated that they did not. Only seven directors said that their libraries offered interlibrary loan services to registered borrowers who desired to secure audiovisual equipment which was unavailable locally.

The three most frequently used sources of interlibrary loan services were the State Library (sixty one responses), college and university libraries (eighteen responses), and large public libraries such as Orlando, Jacksonville, Miami Dade, and Tampa Hillsborough Public Libraries (twenty eight responses). Selected other sources which were mentioned at least once were Library of Congress, and the state and national archives.

The availability of interlibrary loan services was dependent in some cases on the age of the patron requesting the service. Forty seven directors said that these services were provided for children. Sixty six stated that young adults had access to this service, and seventy three indicated that interlibrary loan services were provided for adults. Ten directors offered no response to this question.

Interlibrary loan services were given free of charge in fifty six cases, but a fee was charged for these services in twenty other situations. The majority of those who charged fees based the amount assessed on the cost of photocopying and postage. The others charged a flat rate ranging from ten

cents per item received to one dollar. This amount was generally used to defray postage and photocopying expenses also except in one instance where the money was used for the book fund.

The areas in which multi-type library cooperation occurred least frequently were interlibrary loan between types of libraries at the local level, communication between school and public libraries regarding school assignments that required extensive public library resources, reciprocal borrowing privileges, and consultation on collection development. Fifty seven library directors offered no response in this area.

Advantages and Disadvantages of Library Cooperation

The most frequently cited advantages resulting from multi-type library cooperation were user access to expanded resources and diverse services. Other related advantages identified by at least five library directors were the ability to obtain audiovisual equipment and materials from the school system, and reduction of duplication of little used, expensive materials. Six library directors felt that there was no advantage to this type of cooperation.

Twenty two library directors failed to preceive any disadvantages resulting from cooperative activities between libraries. Five directors identified specific disadvantages which ranged from loss of materials to the frustration of patrons who had to adjust to variations in borrowing policies in different libraries. Sixty library directors indicated no advantages or disadvantages.

Formal Cooperative Agreements

Three library directors indicated that their system or municipal library had entered into a formal agreement to facilitate multi-type library cooperative efforts. One contract was drawn between a county library system and the district school board. According to its terms, the school system agreed to rent films to public libraries in the area at a fixed minimum rental fee. The second contact was made between a library system and a university. It established a procedure for a public library branch in the system to serve the academic needs of university students. The third contract was negotiated between a city and a public library in a system. In that contract the public library agreed to staff the Municipal Reference Library.

Unsuccessful Cooperative Ventures

Fifteen of sixty seven library directors stated that they had been involved in cooperative activities that had failed. No response was given by twenty five directors. The main reasons suggested for the failure of cooperative activities were lack of adequate staff, failure to involve staff members in planning and analyzing problems and needs, failure of the cooperating library to assume an adequate amount of responsibility for lost and damaged materials, loss of autonomy resulting from membership in a county library system, lack of interest in and commitment to cooperation, communications problems, and lack of funds to finance services provided.

Need for Additional Cooperative Activities

Fifty one public library directors felt the need for more cooperation between public libraries and other library agencies and/or types of libraries. Fifteen directors saw no need to expand cooperative activities and twenty six offered no response. Those that expressed the need for more cooperation suggested the following most often to facilitate the achievement of this objective: increased communication among librarians, careful analysis to determine resources and services that should be shared among libraries, additional funds, strong leadership and administrative commitment to cooperation, establishment of formal agreements, emphasis on creating fuller realization of the benefits of multi-type library cooperation, and the development of a separate agency whose major function would be to promote increased cooperative activities.

Barriers to Cooperation

The three major barriers to cooperation identified by the majority of library directors responding to this question were the fear of losing local control, the cost of cooperative activities, and the lack of adequate staff to perform the necessary cooperative services. Other barriers mentioned by more than one library director were lack of communication between libraries, lack of understanding among professionals of the needs, capabilities of different types of libraries, and the kinds of services offered, lack of demonstrated need for cooperative activities, and resistance caused by negative administrative and staff attitudes toward cooperation. Forty nine library directors offered no statement about major barriers to cooperation.

Sixty two library directors offered no response when asked how the barriers to cooperation could be overcome. Of the thirty that responded the answer given most often was to establish better means of communication between librarians and others who could be involved in cooperative activities. Additional responses mentioned at least once were adequate financial support; commitment and support from administrators and the community; demonstration of a need for cooperation and of the advantages of these types of activities; changes in staff and administrators' attitudes; and establishing or strengthening of a group or agency willing to accept a leadership role to further cooperative activities.

Future Cooperative Activities Desired

The cooperative activities that are not presently available in various geographical areas that library directors would like to see developed in their localities are listed below with the number of times the service was identified.

Services	Frequency
Interlibrary loan services at the local and regional levels	6
More communication to keep public librarians aware of student needs	5
Reciprocal borrowing privileges on a local level	4
Telephone reference service from all local libraries	4
Sharing of non book materials without a rental fee	4
County library system	4
Joint acquisitions program	3
Statewide borrowers cards	2

Fifty library directors did not identify any cooperative service that they wanted that was presently unavailable.

The suggestions of ways of securing additional cooperative services focused mainly on establishing improved lines of communications among libraries, obtaining adequate funds for cooperation, creating an awareness of the advantages to be realized from these activities, defining clearly the roles and responsibilities of each type of library, and creating library systems to utilize existing resources more effectively and to offer broader services.

School Library Media Supervisors

Twenty three of the people who responded to the questionnaire held district level positions in the school library media area. Eight were media specialists in individual schools and thirteen were general directors of instruction, assistant superintendents, or district coordinators of at least three instructional areas including media. These respondents were employed in school districts having from two to two hundred fifty three school library media centers in the public school system. Twenty two supervisors (33%) failed to return the questionnaire.

Thirty five supervisors felt that cooperation between school library media programs in their districts and other types of libraries provided essential services required to meet students' needs more effectively. Four supervisors indicated that benefits to students were not derived from cooperative activities and six supervisors did not respond.

Cooperative Activities

The information sought about the types of cooperative activities

involving school library media programs was divided into two categories. First, questions pertaining to the most and least frequently occurring cooperative activities between school library media centers located in a school district were asked. Then, the cooperative activities occurring most and least frequently between school library media programs in a district and other types of libraries were examined.

The three cooperative activities which occurred most frequently between school media programs in a school district were: lending of printed and audiovisual materials and equipment(identified by twenty three supervisors); meetings of media specialists scheduled at regular intervals for the purposes of inservice training, sharing of ideas, discussion of problems and planning for the future development of media programs (identified by twenty one supervisors); and visitations to other school library media centers (identified by five supervisors). Six media supervisors offered no response in this area.

The three cooperative activities occurring least frequently between school library media programs in a school district were: development of formal agreements about lending materials (seven responses); shared programming (4 responses); and visitations to other media centers in a district (four responses). Twenty one supervisors declined to identify cooperative activities which occurred infrequently.

An examination of responses pertaining to cooperative activities between school library media programs and other types of libraries revealed that few cooperative activities occurred frequently. Of those identified library tours to public libraries, interlibrary loan of print and non print materials and reference services were mentioned most frequently. Eight supervisors did not respond in this area.

When asked what cooperative activities occurred least frequently between school library media centers and other types of libraries, twenty four supervisors did not respond, seven identified interlibrary loan of materials, and two supervisors listed cooperative processing, participation in special activities of other types of libraries, public relations, and advanced notice to public libraries about classroom assignments requiring extensive use of public library resources. Other responses ranged from cooperative acquisitions to shared programming.

Thirty one supervisors either did not respond or stated that no other type of library or library agency frequently engaged in cooperative activities with school library media specialists in individual schools. Those who did identify a type of library named college and university libraries most often (five responses), then public libraries (four responses).

Advantages and Disadvantages of Library Cooperation

Supervisors stated that the greatest advantage of cooperation between school library media programs in a district was that these activities resulted in greater utilization of existing resources, and availability of a wider range of materials and services to students and teachers. A second advantage indicated was the benefits derived from the planned sharing of ideas and other staff development activities.

Twenty six supervisors agreed that there were no disadvantages resulting from cooperation between school library media programs. One supervisor felt that cooperation which promoted the lending of materials was not beneficial because materials on loan were generally not returned on time.

Sixteen supervisors failed to respond to the questionnaire in this area.

Seventeen supervisors stated that the major advantages of cooperative activities between school library media programs and other types of libraries were the availability of a wider range of materials and services for students and teachers, and the increased utilization of existing resources. Five supervisors stated that there were no advantages and thirteen failed to respond.

No disadvantages of cooperative activities between media programs and other types of libraries were identified by twenty one supervisors. Two experienced problems with cooperation because they did not receive materials when they were scheduled and because there was a high rate of loss of materials lent to university students. There was no response from nineteen supervisors.

Unsuccessful Cooperative Activities

Two supervisors indicated that they had been involved in cooperative library ventures that had failed. Both failures involved opening school library media centers to adult patrons after school. The major reasons given for the lack of success in these situations were the disinterest of patrons and the dislike that adults expressed about using school facilities.

Formal Cooperative Agreements

Formal agreements or contracts were developed in four school districts to facilitate cooperative efforts. The first agreement was drawn between a school board and a public library system. According to the terms of the contract, rental rates for films were established to allow the public library

system to use these materials; and a procedure was outlined for allowing the school system to repair equipment from a university library. The second agreement was made between two school boards. The terms described in the contract allowed the school board in one county to pay a certain amount based on average daily attendance of students to acquire access to the second county's film collection. The third agreement was between a learning resources center in a school system and local public tax supported agencies. The contract specifically stated the terms upon which these agencies could borrow equipment and materials from the learning resources center in the school system. The final contract involved a school board and certain parochial schools in a district. The principals of the parochial schools agreed to pay small fees for the use of media from the county media center.

Need for Additional Cooperative Activities

Twenty three supervisors felt that there was a need for more cooperative activities in their school districts between school library media programs and other library agencies and types of libraries. Fourteen supervisors expressed reservations about expanding cooperative activities and eight supervisors offered no opinion. Those who wanted to see expanded activities suggested very few ways of achieving this objective. However, those methods mentioned by at least two supervisors were improved communications and cooperative planning between public and school librarians, and the development of guidelines for maximum utilization of materials, equipment and services of different types of libraries. Twenty three supervisors offered no response in this area.

Barriers to Cooperation

The major barriers to multi-type library cooperation indicated by at

least five supervisors were inadequate funds and resources to be shared, and lack of time and staff. Other barriers named by at least three supervisors were lack of desire and commitment to cooperate, inadequate space, and lack of transportation to library sites. Seventeen supervisors offered no response.

Five library supervisors suggested that barriers could be overcome by increased funding and more communication and long range planning between school and public librarians. Additional ideas offered included more staff and increased commitment to the idea of cooperation. Twenty two supervisors proposed no ways to overcome barriers to successful cooperative library activities.

Future Cooperative Activities Desired

Supervisors responding to the inquiry about additional cooperative services that they desired indicated most frequently that they did not want additional cooperative services. Some who did indicate a desire for these services wanted increased cooperative activities to be limited to school library media programs rather than to include other types of libraries. For example, one supervisor requested a county media center for films and centralized processing of school materials. Others listed at least once activities such as development of union lists including the holdings of different types of libraries, school and public library book exchanges, and free access to audiovisual materials in various libraries. Additional funds and personnel were seen as major prerequisites to implementing these cooperative activities.

Conclusions

Careful analysis of the data collected on multi-type library cooperative activities in Florida revealed that the traditional types of cooperation such as interlibrary loan services were the most prevalent in school and public libraries. These activities were generally carried on between libraries of the same or similar types through informal agreements. Further, additional cooperative activities proposed by respondents focused largely on improving and broadening currently existing traditional practices.

It appears that if cooperation is to be successful in Florida, certain general conditions must be present. First, incentives muse be provided to encourage libraries to participate. The broad range of cooperative activities and the accompanying technology required to meet the increased information needs of people necessitates financial assistance beyond the capabilities of individual libraries. Second, administrative leadership and support must be forthcoming. Those in leadership positions must preceive the necessity of cooperation to meet some institutional goals which are priority items. They must also recognize the limitations of each institution involved and not feel threatened by joint planning and decision-making which is necessary when two agencies interact on an equal basis to achieve cooperative objectives. Other members of the participating institutions must be well aware of the tangible and intangible gains to be realized through cooperative efforts, and what changes are likely to occur as a result of cooperation. Inter and intra communication systems are very important to keep staff informed so that they can view themselves as part of an institutional cooperative effort in solving the problems and achieving the goals of the library. Attention must also be given to geographic proximity for cooperative ventures, legal and political

considerations, resources, time, and energy needed to successfully meet the demands placed upon each institution.

Multi-type library cooperation presents some real challenges in Florida. However, if the goal of more effective library service to everyone is to become a reality, immediate steps must be taken to develop and implement systematic, broadly conceived cooperative plans which will result in greater access to library resources and services.

APPENDIX A

QUESTIONNAIRES SENT TO DIRECTORS OF PUBLIC LIBRARY SYSTEMS, DIRECTORS OF MUNICIPAL LIBRARIES, AND DISTRICT SCHOOL MEDIA SUPERVISORS IN FLORIDA

SURVEY OF PAST AND PRESENT COMBINED SCHOOL PUBLIC LIBRARIES AND COOPERATIVE EFFORTS IN FLORIDA

DEFINITIONS

1. Combined school public library program- offers both school and public library programs in a single facility.

2. Types of libraries- refers to public, school, academic, and special libraries.

3. Library agencies- includes administrative agencies such as the State Library or the Department of Education.

4. Legal service area- is the political subdivision supplying financial support for a system of public libraries or a municipal library.

5. Multi-type library cooperation- is the voluntary exchange of resources and/or services between different types of libraries, such as public and academic libraries, so that the libraries involved are able to improve and/or increase their ability to serve various user groups.

SURVEY OF PAST AND PRESENT COMBINED SCHOOL PUBLIC LIBRARIES
AND COOPERATIVE EFFORTS IN FLORIDA

If additional information should be necessary to clarify any of the answers given, please place this material in the comments section at the end of the survey.

PART I: GENERAL INFORMATION

(If the information supplied is inaccurate, please correct it.)

1. Name: _____

2. Position title: _____

3. Name of library: _____

4. Address: _____
Street or Box # City County

_____ ( ) _____
Zip Code Telephone #

	Yes	No
5. County or regional system?	____	____
6. Municipal library?	____	____

7. Number of libraries in your system? _____

PART II: MULTI-TYPE LIBRARY COOPERATION

1. Are interlibrary loan services provided to registered borrowers who desire to secure the following when these materials are unavailable in public libraries in your legal service area?

	Yes	No
Books	____	____
Periodicals	____	____
Audiovisual materials	____	____
Audiovisual equipment	____	____

	Yes	No
Other (Specify)	____	____
_____	____	____
_____	____	____
_____	____	____

2. What are the 3 most frequently used sources of interlibrary loan services outside of your public library system?

   a. _____

   b. _____

   c. _____

3. Do you provide the following groups in your legal service area with interlibrary loan services from sources outside of your public library system?

	Yes	No
Children (Up to 12 yrs.)	____	____
Young Adults (13-18)	____	____
Adults	____	____

4. Are interlibrary loan services offered free of charge?

   ____ Yes ____ No

5. If no, what is the fee? _____

6. For what purpose(s) is the fee used? _____

   _____

   _____

7. Do you feel the need to cooperate with other types of libraries to serve patron needs more effectively? ____ Yes ____ No

8. What three multi-type library cooperative activities occur most frequently between public libraries in your legal service area and other types of libraries or library agencies?

   a._____

   b._____

   c._____

9. What are the three areas in which library cooperation occurs least frequently?

   a._____

   b._____

   c._____

10. What types of libraries or library agencies most frequently engage in multi-type library cooperative activities with public libraries in your legal service area?_____

    _____

11. What advantages have resulted in your legal service area from multi-type library cooperation?_____

    _____

    _____

    _____

12. What disadvantages have resulted from multi-type library cooperation in your legal service area?_____

    _____

    _____

    _____

13. Have you been involved in cooperative efforts that have failed?

    ____ Yes ____ No

14. Briefly describe these cooperative activities._____

    _____

15. To what do you attribute these failures?

16. Have formal agreements or contracts been developed to facilitate the cooperative efforts?

____ Yes ____ No

17. Identify the agencies, institutions, boards or other entities who have entered into these agreements or contracts. (If more than one agreement or contract exists, number each instance and indicate the parties involved in that situation.)

18. What are the terms of the agreement or contract? (Include copy of agreement if available)

19. Is there a need for more cooperation between public libraries in your system and other library agencies and/or types of libraries?

____ Yes ____ No

20. If yes, suggest some ways in which this objective can be achieved.

21. In your opinion what are the three major barriers to multi-type library cooperation in your legal service area?

a._____

b._____

c._____

22. How can these barriers be overcome?_____

_____

_____

_____

23. What cooperative service would you consider most advantageous to public libraries in your legal service area which is not presently available?_____

_____

24. What steps could be taken to make this service available?_____

_____

_____

PART III: COMBINED PROGRAM - GENERAL INFORMATION

For the purposes of this survey a combined school public library program is defined as one which offers school and public library programs in a single facility.

1. Are there presently any combined school public library programs located in your legal service area? (If your library is a system headquarters, or a main library with branches, answer for all of the libraries in your system. If your library operates as a municipal library, answer only for libraries in your municipality.)

_____ Yes _____ No

2. If the answer to question 1 is no, proceed to question 5.

3. If the answer to question 1 is yes, indicate the number and type of combined programs which presently exist by placing the correct number of each type in the blank beside the appropriate category. (For example, if you presently have 2 school-housed public library branches serving school and community members in your legal service area, place a "2" beside that option in the blank provides.)

____a. School-housed branch of a public library serving both community and school.

____b. School-housed main library serving both community and school.

____c. School-housed public library not serving as a school library media center. (A public library housed in a school building which does not serve as a school media center.)

____d. Public library housed school library media center.

____e. Other (Please describe_____

_____

4. How many of these combind programs have evolved from school and public library programs formerly existing in separate facilities?

_____

5. Have there been any combined school public library programs in the past which no longer exist in your legal service area? (If your library is a system headquarters, or a main library with branches, answer for all of the libraries in your system. If your library operates as a municipal library, answer only for libraries in your municipality.)

____ Yes ____ No ____ Uncertain

6. If the answer to question 5 is yes, specify the number and type of combined programs which previously existed by placing the correct number of each type in the blank beside the appropriate category. (for example, if you have identified 2 school-housed public library branches which previously served school and community members in your legal service area, place a "2" beside that option in the blank provide.)

____a. School-housed branch of a public library serving both community and school.

____b. School-housed main library serving both community and school.

____c. School-housed public library not serving as a school library media center. (A public library housed in a school building which does not serve as a school media center.)

____d. Public library housed school library media center.

____e. Other (Please describe)_____

_____

7. How many of the programs which were combined previously now offer school and public library programs in separate facilities?_____

8. If a combined school public library program previously failed in your legal service area, are you willing to try this type of program again?
   ____ Yes ____ No

9. If yes, what modifications would you suggest to those planning and developing this program to increase its chances for success?_____

_____

_____

_____

_____

COMMENTS:

SURVEY OF PAST AND PRESENT COMBINED SCHOOL PUBLIC LIBRARIES AND COOPERATIVE EFFORTS IN FLORIDA

(DISTRICT MEDIA SUPERVISORS)

DEFINITIONS

1. Combined school public library program- offers both school and public library programs in a single facility.

2. Types of libraries- refers to public, school, academic, and special libraries.

3. Library agencies- includes administrative agencies such as the State Library or the Department of Education.

4. Legal service area- is the political subdivision supplying financial support for a system of public libraries or a municipal library.

5. Multi-type library cooperation- is the voluntary exchange of resources and/or services between different types of libraries, such as public and academic libraries, so that the libraries involved are able to improve and/or increase their ability to serve various user groups.

QUALIFIERS

1. "School library media programs" refers to school library media programs in public schools in a supervisor's district.

SURVEY OF PAST AND PRESENT COMBINED SCHOOL PUBLIC LIBRARIES
AND COOPERATIVE EFFORTS IN FLORIDA

(To be sent to district school media supervisors)

If additional information should be necessary to clarify any of the answers given, please place this material in the comments section at the end of the survey.

PART I: GENERAL INFORMATION

(If the information supplied is inaccurate, please correct it.)

1. Name:_____

2. Position title:_____

3. Address:_____
Street or Box# City County

_____ ( ) _____
Zip Code Telephone #

4. Number of school library media centers in the public school system of your district:_____

PART II: MULTI-TYPE LIBRARY COOPERATION

1. Do you feel that cooperation between school library media centers in your district and other types of libraries will provide additional essential services required to meet students' needs more effectively?

____ ____
Yes No

2. What three cooperative activities occur most frequently between school library media centers located in your school district?

a._____

b._____

c._____

3. What three cooperative activities occur least frequently between school library media centers located in your school district?

a._____

b._____

c._____

4. What three cooperative activities occur most frequently between school library media centers located in your district and other types of libraries?

a._____

b._____

c._____

5. What three cooperative activities occur least frequently between school library media centers located in your district and other types of libraries?

a._____

b._____

c._____

6. What types of libraries or library agencies other than county and local media centers in your school district most frequently engage in multi-type library cooperative activities with building level library media specialists?_____

_____

_____

7. What advantages have resulted from cooperation among school media centers located in your school district?_____

_____

_____

_____

8. What advantages have resulted from cooperation between school media centers in your school district and other types of libraries and/or library agencies?_____

_____

_____

_____

9. What disadvantages have resulted in your school district from cooperation among school media centers?_____

_____

_____

_____

10. What disadvantages have resulted from multi-type cooperation between school media centers located in your district and other types of libraries and/or library agencies?_____

_____

_____

_____

11. Have you been involved in cooperative library activities that have failed?

____ Yes ____ No

12. Briefly describe these cooperative activities._____

_____

_____

_____

_____

_____

13. To what do you attribute these failures?_____

_____

_____

_____

14. Have formal agreements or contracts been developed to facilitate the cooperative efforts?

____ Yes ____ No

15. Identify the agencies, institutions, boards or other entities who have entered into these agreements or contracts. (If more than one agreement or contract exists, number each instance and indicate the parties involved in that situation.)_____

_____

16. What are the terms of these agreements? (Include copy of agreement if available)

17. Is there a need for more cooperation in your school district between school media programs and other library agencies and/or types of libraries?

____ Yes ____ No

18. If yes, suggest some ways in which this objective can be achieved.

19. In your opinion what are the three major barriers to multi-type library cooperation?

a.

b.

c.

20. How can these barriers be overcome?

21. What cooperative service would you consider most advantageous to school media programs in your school district which is not presently available?

22. What steps could be taken to make this service available.?

PART III: COMBINED PROGRAM-GENERAL INFORMATION

For the purposes of this survey a combined school public library program is defined as one which offers school and public library programs in a single facility.

1. Are there presently any combined school public library programs located in your school district?

   ____ Yes ____ No

2. If the answer to question 1 is no, proceed to question 5.

3. If the answer to question 1 is yes, indicate the number and type of combined programs which presently exist by placing the correct number of each type in the blank beside the appropriate category. (For example, if you presently have 2 school-housed public library branches serving school and community members in your school district, place a "2" beside that option in the blank provided.)

   ____a. School-housed branch of a public library serving both community and school.

   ____b. School-housed main library serving both community and school.

   ____c. School-housed public library not serving as school library media center. (A public library housed in a school building which does not serve as a school media center.

   ____d. Public library housed school library media center.

   ____e. Other (Please describe)_____

   _____

4. How many of these combined programs have evolved from school and public library programs formerly existing in separate facilities?

   _____

5. Have there been any combined school public library programs in the past which no longer exist in your school district?

   ____ Yes ____ No ____ Uncertain

6. If the answer to question 5 is yes, specify the number and type of combined programs which previously existed by placing the correct number of each type in the blank beside the appropriate category. (For example, if you have identified 2 school-housed public library branches which previously served school and community members in your school district, place a "2" beside that option in the blank provided.)

____a. School-housed branch of a public library serving both community and school.

____b. School-housed main library serving both community and school.

____c. School-housed public library not serving as a school library media center. (A public library housed in a school building which does not serve as a school media center.)

____d. Public library housed school library media center.

____e. Other (Please describe)_____

_____

7. How many of the programs which were combined previously now offer school and public library programs in separate facilities?_____

8. If a combined school public library program previously failed in your district, are you willing to try this type of program again?

____ Yes ____ No

9. If yes, what modifications would you suggest to those planning and developing this program to increase its chances for success?_____

_____

_____

_____

_____

COMMENTS:

APPENDIX B

INTERVIEW SCHEDULE

SCHOOL-PUBLIC LIBRARY COMBINED FACILITY

Interview Schedule

Abbreviations

(d) Documents are expected to be the primary source for responses to questions marked with a (d). An alternative source is marked with the preferred interviewee.

(o) Observation is expected to be the primary source for responses to questions marked with an (o).

The following codes indicated preferred interviewee for the questions. In some instances the same questions will be asked of several interviewees.

dr	Director of the combined facility
MLdr	Main library director or supervisor of extension
MSup	District level media supervisor
pr	Principal of school housing the combined facility
ls	Library staff
ts	Teaching staff
bd	Board member
off	Elected official

Date of Interview _____

Interview Schedule

SCHOOL-PUBLIC LIBRARY COMBINED FACILITY

Florida State Library
Tallahassee, Florida

PART I: GENERAL INFORMATION

A. Name of Library (d)

B. Location (d)

C. Name of person being interviewed (d)

D. Position title (d)

E. Amount of time in present position

PART II: COMMUNITY-CHARACTERISTICS (d)

A. Description of community before, at time of and after merger

B. Population

C. Age distribution
Under 5 5-18
19-64 64 and over
population variance

D. Major races and ethnic groups:
Blacks Spanish-Americans
Caucasians Asians
Other (specify)

E. Major occupations/professions

F. Median income

G. Average educational level

PART III: LIBRARY SERVICE AREA-CHARACTERISTICS (d)

dr A. Geographical description of the legal service area before, at time of and after merger

B. Number of people served

1. Age disribution (d)
   under 5 5-18
   19-64 65 and over

2. Major races and ethnic groups
   Blacks Spanish Americans
   Caucasians Asians
   Other (specify)

3. Major occupations/professions

4. Median income

5. Average educational level

6. Percentage of service area community members who have completed a college education

7. Percentage of high school seniors expected to enter college.

PART IV: COMBINED FACILITY-GENERAL INFORMATION

A. Are there written purposes, goals and objectives for the library? (d)
   1. Copy attached

B. Are annual reports available? (d)
   1. 19__ to 19__

dr C. Did you have a separate school and public library before the two facilities were combined?

D. The combined facility is which of the following: (d)
   1. School housed public library branch serving school and community members
   2. School housed main library serving school and community members
   3. School housed public library not serving as a school media center

PART V: COMBINED FACILITY-PLANNING

MLdr pr dr MSup A. How did the idea of the combined school public library originate in your area?

dr pr MSup bd B. What are the main reasons why a combination library has been established in your city/town?

dr bd C. Did a sum of money become available which influenced the initiaion of the merger, i.e. federal funds?

dr pr MSup D. What tasks are duplicated in school and public libraries which provide a basis for combining facilities?

dr pr E. Do your future plans include the continuation of this type of organizational pattern, or do you anticipate a separate school and public library?

MLdr F. Was a preliminary study conducted to help determine that this organizational pattern was most suitable to this situation?
1. If the study was informal, are committee and other types of reports available for examination?

MLdr G. If a preliminary study was conducted, by whom and what methods were used to arrive at the conclusions drawn in the study?

MLdr MSup H. Who was involved in the preliminary planning?

MLdr pr I. How was it determined who would be involved in preliminary planning?

MLdr bd J. Were all of these people involved from the beginning? If no, why were changes made?

MLdr bd K. What authority did this body have and from where did they obtain their authority?

MLdr bd pr L. What decisions were made and what steps were performed during this phase and by whom?

MLdr bd M. How long did the planning phase last?

MLdr bd pr N. What were the chief problems faced during this period of time?

MLdr bd pr O. What do you feel is the optimum composition of a body charged with preliminary planning?

dr pr bd P. What do you feel are essential steps which must take place during the planning phase for the combined facility and who should be responsible for carrying out each step?

MLdr Q. Has a similar body remained in existence to plan the future development of the library?

PART VI: COMBINED FACILITY-LEGAL JURISDICTION

dr A. What legal basis did you use for combining libraries in your state? (d)
Statute #
Legal rulings/exceptions

B. Does a formal agreement for the combined facility exist between the school and public library? (d)
1. Is a copy of the contract available? (d)
2. What are the provisions of the contract? (d)

C. What provisions are made for legal and equitable division of materials and equipment should the libraries separate at a later date? (d)

D. Does one board or other legal entity have jurisdiction over the public and school libraries or are they governed by two separate bodies? (d)
   1. Organization chart available?

dr bd E. Is there a single board which governs the combined program?
   1. Number on the board
   2. Interests represented
   3. Length of term
   4. Self-perpetuating; Elective; Appointive, by whom
   5. Constitution/by laws available

bd F. What responsibilities has this (these) board(s) assumed?

bd G. How were the responsibilities of each determined? (d)

bd H. What systematic means have been established for both boards to meet together on mutual programs and concerns?

PART VII: COMBINED FACILITY-FINANCIAL DATA

A. What is the total amount budgeted for the library operation this fiscal year? (d)
   1. Amount per capita 2. Amount per student

dr B. If a single board governs the library, do the city (district) and the school both provide support as regular parts of their budget? School district, public library district, other

dr C. If the library is governed by separate boards, who does the accounting?

D. Budget (copies attached) (d) before, at time of, after if now separate

	AMOUNT BUDGETED	SOURCES		
		School	Public	Other
1. Wages:				
Professional personnel				
Non-professional personnel				
2. Materials:				
Books:				
Children				
Young Adult				
Adult				
Periodicals:				
Children				
Young Adult				
Adult				
Audiovisual materials:				
Children				
Young Adult				
Adult				

Other non-book materials:
Children
Young Adult
Adult
Professional education collection
Curriculum related materials

3. Binding
4. Utilities
5. Maintenance (building, janitorial services)
6. Mixed charges (rent, insurance, etc.)
7. Supplies
8. Other expenditures
9. Capital expenditures
   Building
   Equipment
   Audiovisual
   Other
   Other capital expenditures (specify)

E. How does the amount budgeted compare to the amount spent last year? (d)

MLdr F. How does it compare with the amount spent by other public library(ies) dr branches which are not combined in the community?

MLdr G. What significant changes in funding laws have occurred since the merger?

MSup pr H. How does it compare with other school libraries...

dr pr I. What restrictions, if any, have been placed on the use of funds because of the participation of two different types of libraries in this program? (Local, State, Federal sources)

dr pr J. What steps have been taken to deal with these limitations?

K. Have you received LSCA funds? Under what title? How did you use the funds? What year? Is the LSCA report available?

dr L. What is your per unit cost of operation? (d)

dr pr M. Have economies resulted from this organizational pattern? Is there documented evidence to support the savings? Specify

dr N. Are Patrons charged for borrowing materials?
If yes, under what circumstances? (d)

PART VIII: COMBINED FACILITY-PURCHASING, PROCESSING, ORGANIZING MATERIALS

dr A. Are materials acquired through:
1. Centralized educational purchasing department
2. Centralized public library purchasing
3. Other, specify

dr B. Are materials selected on a continuous basis?

dr C. Who processes the materials purchased for the combined facility?

dr D. Are there any priorities set up for processing these materials?
1. If so, what are the priorities?

E. Are the cards for all materials filed in a single card (or other type of) catalog or are they divided? (o)
1. If they are divided, what is the basis for the division? (o)

PART IX: COMBINED FACILITY-SELECTING MATERIALS (o)

A. Which of the following selection tools are owned by the library? (o)

ALA Booklist	New York Times Book Review
Book Buyers Guide	Previews
BPR	Publishers Catalogs
Choice	Publishers Weekly
Elem. School Lib. Coll.	Saturday Review
Hornbook	School Library Journal
Kirkus	Standard Catalog Series
Library Journal	Top of the News
Media & Methods	Other

B. To which of the following indexes does the library currently subscribe? (o)

Abridged Reader's Guide	Essay and General Literature Index
Biography Index	Facts on File
Biological and Agricultural Index	International Index
	New York Times Index
BIP	Public Affairs Information Service
Book Review Digest	Reader's Guide to Periodical Lit.
CBI	Subject Guide to BIP
Current Biography	Monthly Catalog
Education Index	Vertical File Index

C. List of standard business tools owned by the library (o)

dr D. MSup What are you doing to work systematically toward a well balanced collection to support both school and public library use?

dr E. Do you have a written selection policy to guide the selection of materials? (d) Copy available?

F. Are there separate selection policies for school and public library collections? (d)

dr G. How was the policy developed?

dr bd H. Has this policy been officially adopted by your governing board?

MSup dr ls I. What strengths do you perceive in the selection policy and procedures?

MSup dr ls J. What weaknesses do you perceive in the selection policy and procedures?

K. Does the book selection policy provide for systematic withdrawal? (o)

dr ls L. Who is involved in the selection of materials?

dr ls ts M. What systematic means are employed to assure the continued involvement of these people in the selection process?

dr ls ts N. In your opinion should others be involved? Who and why?

dr ls ts O. Identify other individuals who feel they should be involved in the selection process.

dr P. Who has the final authority for selecting materials? (d)

dr ls Q. Are any restrictions placed on the selection of materials? Identify, if yes.

dr R. What provisions are made for handling questioned materials? (d)

PART X: COMBINED FACILITY-CIRCULATION OF MATERIALS

A. Are children, young adult and adult materials shelved in separate areas? (o)

dr ls B. Have problems occurred because of access by children to adult materials? Identify problems.

dr ls C. What steps have been taken to prevent or solve these problems?

dr D. Are there written circulation policies which define the circulation services available to the community and limit those materials not circulated to the public? (d) Any restrictions because of funding source, etc.?

E. Are circulation procedures uniform? (d)

F. How many registered borrowers are in each of the following categories?: (d)

Under 5	19-64
5-18	over 65

G. What are the restrictions on materials that children, young adults and adults can check out or examine in the library? How are they enforced? (d)

H. What are the restrictions on the circulation of audiovisual materials and equipment? How are they enforced? (d)

I. How are reserve materials handled? (d) (o)

J. What procedure is followed if a non-school community member requests a book that is on reserve for school children? (d)

K. Total annual circulation: (d)
Children
Young Adult
Adult

L. Can a person outside of the community check out materials from the library?

PART XI: COMBINED FACILITY-COLLECTION (d)

A. Total volumes

B. Total volumes added annually

C. Total number of gifts added annually

D. Total volumes withdrawn annually

E. Total audiovisual resources available:

	School	Public
1. Recordings		
2. Films		
3. Filmstrips		
4. Micromaterials		
5. Other (specify)		

F. Total number of periodicals available

MLdr MSup dr G. What do you consider the optimum size for this collection? Standards, other criteria

dr H. Are young adult materials considered as part of the adult collection? (d)

I. What is the ratio of:

	Adult users	School-age users
Books		
Periodicals		
Audiovisual Materials		

J. How extensive is the backfile of periodicals? (d)

K. Does the library provide interlibrary loan services for materials not located in the library? (d)

L. What is the library policy on obtaining additional copies of needed materials? (d)

dr M. Does the library rent books from a rental agency?

dr N. Does the library belong to any book clubs?

dr O. Are any approval plans such as Greenaway used?

dr P. Is the library a member of, or eligible to use, a cooperative film circuit?

Q. Does the library collect ephemeral materials, such as clippings, pamphlets, on current topics? (o)

MSup R. Have you observed duplication in the school and public library col-
dr ls lection? To what extent?

MSup S. Have savings resulted from combining school and public library col-
dr lections? What amount?

MSup T. What are areas where the greatest savings result?
dr

PART XII: COMBINED FACILITY-OPERATION AND PROGRAMMING

A. What are the hours of operation of the library? (d)

B. During these hours is the facility open to all community members? (d)
1. If no, what are the restrictions?

C. Do these hours differ at any time of the year? (d)
1. If yes, how do they differ?

dr ls D. Do students return to use the library after school?
MSup 1. If no, why not?

dr E. Are classes scheduled into the library? (d)

dr F. How many at one time?

dr G. Are classes scheduled at regular intervals? (d)
What is the interval frequency?

dr H. Are classes from other school scheduled to use this library during school hours?

dr I. How often have groups from other schools visited in the last six months? (d)

dr ls J. What problems/advantages have you encountered in meeting the needs of children and young adults who do not attend this school but are in your service area?

dr ls K. How often has the librarian from the combined facility gone into other schools in the past six months to make teachers and students aware of the services available to them?

ls L. What types of services are given by the librarian to teachers and students in the school containing the combined facility?

ls M. What average amount of time is spent by the librarian in helping teachers plan and implement instructional units?

ls N. What amount of time is spent helping students with individual reference questions and research projects?

ls O. What amount of time is spent by the librarian helping students and teachers create their own curricular materials?

ls P. What other duties take the largest proportion of the librarian's time?

ls Q. Are there projectionist, student aide, book review or other library clubs which are available for children and young adults? What are the requirements for membership?

ls dr R. Have you encountered problems in meeting the needs of students and teachers in the school? If yes, identify problems.

ls dr S. What are the reasons for these problems? (d)

ls dr MSup ts T. Has the combined program provided advantages in meeting the needs of students and teachers? If yes, identify these advantages before, at time of, after.

ls ts U. Is the librarian on the curriculum committee of the school?

ls V. Does the school have a library committee?

ls W. Who are its members?

ls X. What types of programming are provided for children and young adults? How often have they been offered in the last six months?

	Check, if offered	Frequency, if offered
Book reviews	_____	_____
Career programs	_____	_____
Elementary School story hours	_____	_____
Family night programs	_____	_____
Film programs, children	_____	_____
Film programs, young adult	_____	_____
How-to-do-it programs	_____	_____
Preschool story hours	_____	_____
Programs on topics of current interest	_____	_____
Puppet shows	_____	_____
Summer reading programs	_____	_____
Other (specify)	_____	_____

1s Y. Are you reaching the intended audience?

1s Z. What means do you use to advertise these programs?

1s AA. What types of programming are provided for adults? How often have these programs been offered in the last six months?

	Check, if offered	Frequency, if offered
Book talks	_____	_____
Film programs	_____	_____
Programs on topics of current interest	_____	_____
Panel presentations	_____	_____
Other (specify)	_____	_____

BB. Did you reach the intended audience?

1s CC. Approximately how much staff time is devoted to programming for adults?

DD. Is this an increase or decrease over time spent last year?

1s EE. What services for adults are offered most frequently in the library? Check, if offered:

Community resources file	Reference services to the business community
Videotaping activities	Genealogical search services
Opportunities for continuing education	Activities for the Aging
	Activities for the Disadvantaged
Information referral	Services for the Blind
	Other (specify)

1s FF. What three library services are <u>used most</u> frequently by adults?

1s GG. What three library services are <u>used least</u> by adults?

1s HH. Why do adults fail to use these services?

1s II. What services are most often requested by adults that are not available to them?

1s JJ. Why aren't these services available?

1s KK. What kind of outreach services do you have? How frequently are they offered? List services and frequency.

1s LL. How are the outreach services funded?

1s MM. Are the outreach programs coordinated with those of any other agency?

1s NN. Who attends these programs?

1s OO. How do you determine which programs to initiate?

PP. Are bookmobile services offered through the library?

QQ. In the last six months, how many interlibrary loans have been requested for 1) adults, 2) young adults, 3) children? (d)

dr RR. What library services are obtained from the following sources?
MSup
1. District school media center
2. State library
3. State department of education
4. Regional centers
5. Other centers

dr SS. Are you a member of a public library system? (d)

dr TT. What services are available through system membership? (o)

Acquisition	In-service training
Cataloging	Other personnel services
Centralized Bookkeeping	Rotating collections
Interlibrary loan	Others (specify)

ls UU. What methods are used to advertise these services and activities?

ls VV. What advantages do you think a combined library offers adults that
dr separate libraries would not?

dr WW. What problems have arisen in adult programming as a result of the
ls merger?

PART XIII: COMBINED FACILITY-PERSONNEL

ls A. Number of staff hours spent on:

	Public Library Service	School Library Service
Reference services	_____	_____
Technical services	_____	_____
Org. & Main. of collection	_____	_____
Collection Development	_____	_____
Circulation services	_____	_____
Programming	_____	_____
In-service training	_____	_____

dr B. How many professional staff members are employed in the combined program? (d)

dr C. Indicate degrees held by the professional staff and their areas of specialization and years of professional library experience.

dr D. Indicate the amount of teaching experience of each member of the professional staff. (position, subject, number of years)

dr E. How are the responsibilities of the professional staff divided? (d)

dr F. Do all staff members serve all patrons?
If no, who serves whom?

dr G. What number of professional librarians work on each shift?

dr H. What is the composition(specialization) of each shift?

dr I. What hours and days do the school media specialists work?

dr J. What hours and days do the public library specialists work?

dr K. Are there hours when the library is staffed only with nonprofessionals?

dr L. Who is designated as head of the program?

MLdr M. Was this person hired specifically for this program or moved from one of the other libraries in the system when the combination program was opened?

MLdr N. Is this administrator employed by the school or by the public library?

dr O. Are all of the professional librarians responsible to the same administrator?

pr P. What is the principal's organizational relationship to the library staff?

dr pr Q. What is the principal's organizational relationship to the library?

dr R. Are all professional librarians paid from the same source?

dr S. Are all of the professional librarians on the same salary schedule or do school and public salaries differ?

dr T. Do all professional librarians get the same number of sick leave days?
1. If no, how do they differ?

dr U. Do all professional librarians get the same number of holidays and annual leave days?
1. If no, how do they differ?

dr V. Who is responsible for keeping personnel records?

dr W. Do all librarians work in the combined program in the summer? On the weekend? At night? If no, who does not?

X. How many clerical personnel are employed in the program? (d)

Y. What are their responsibilities? (job description) (d)

dr Z. To whom are these personnel responsible?

dr AA. Who funds these positions?

dr BB. What hours and days do they work?

dr pr CC. What problems have arisen with personnel employed in the combined MSup program?

dr pr DD. Do you attribute these problems to this organizational pattern? MSup

dr EE. How many of the staff meet appropriate certification regulations established by the state?

ls FF. Have staff members had both public and school library experience and/or coursework?

GG. Is civil service used to classify library staff?

dr HH. What staff development activities are provided?

dr II. Do public library personnel have an opportunity to participate in school library continuing education programs?

dr JJ. What continuing education opportunities are available?

PART XIV: COMBINED FACILITY-SITE CHARACTERISTICS

A. Is there a written statement of purpose, scope and function of the building facilities? (d)

dr B. Was the facility initially planned and designed to accommodate the combined library or was the combination proposed after the facility was built?

C. Were any state or federal funds used to construct the facility? Percentage of total:

dr D. If the facility was not originally planned for the combination has any renovation taken place to accommodate the combination?

dr E. If no renovation has taken place, is the facility adequate to accommodate the services which should be offered to school and public library users?

dr F. What physical changes would you suggest to remedy the inadequacies that you perceive in the facility?

dr G. Is the combined library facility constructed to allow for expansion?

dr H. Are any plans underway for new or expanded library quarters?
1. If so, explain.

dr I. What physical areas in the library are shared by both types of libraries?

dr J. What areas within the facility are used <u>solely</u> by one or the other type of library? Why?

K. Is the combined library located in a heavily populated business area? (o)

dr L. Is there adequate planning for noise control? (o)

M. In relation to the school, where is the library located? (o)

N. Is there a separate outside entrance to the library on the ground level for adults and others besides students who want to use the library?

O. Is the building well marked as a public library with a sign which is visible from the street? (o)

P. Are the streets well lighted after dark?

Q. Is there a convenient, safe street crossing to the library?

R. Are washrooms available at all hours? Can they be supervised easily from the library?

S. Is the building designed to accommodate elderly or handicapped persons? (o)
Are there many steps to the entrance of the library?
Are all entrances and exits at ground level?
Is close and adequate public parking available to the entrance?
Are washrooms equipped for the handicapped?

T. Size of the facility-before, at time, now:
1. Total square feet in building
2. Total square feet for stack area
3. Total square feet for reading room area
4. Seating capacity for all patrons
5. Number of square feet per person

U. Is the facility large enough to provide separate areas for the following:
1. An area for quiet reading
2. An area for preschool children where they do not bother either adults or school children
3. An area for school programs
4. An area for teacher preparation of materials
5. An area for exhibits and demonstrations
6. An area for audiovisual storage
7. An area for listening and viewing
8. An area for conference rooms
9. An area for work space
10. An area for offices
11. An area for public restrooms
12. An area for school use on research projects or class projects

V. When a whole class or classes are in the library, how much area is left for others who wish to use the library?

W. Is there an area where controversial materials would not be accessible to minors and yet remain openly accessible to the public? (o)

X. Is there a meeting room which can be scheduled for community use to provide programming for the library's public? (o)

Y. What restrictions are placed on the meeting room?

Z. Do adults have a separate area designated solely for their use in the library away from students? (o)

AA. What accommodations for listening and viewing materials have been made in the library? (o)

BB. Are there separate restroom facilities for non-school population? (o)

CC. Does the library have its own telephone? (o)

ls DD. Is it used for answering reference questions?

PART XV: COOPERATION WITH OTHER PROGRAMS

A. Do you feel the need to cooperate with other types of libraries to serve patron needs more effectively?

B. What services can other libraries offer that will help you to meet the needs of your users?

C. What services can you offer other libraries which will help them expand their program?

D. What are the areas in which cooperation between your library and others occurs most frequently?

E. What are the areas in which cooperation occurs least frequently?

F. What types of libraries do you call upon most frequently for their cooperation?

G. What advantages have resulted in your program from cooperation?

H. Have you been involved in cooperative efforts that have failed?

I. To what do you attribute these failures?

J. Have formal agreements been developed to facilitate the cooperative efforts?

K. What are the terms of these agreements?

L. Is there a need for more cooperation between your library and others?

M. If yes, how can this be achieved?

APPENDIX C

CONCLUSIONS OF PHASE I STUDY OF COMBINED LIBRARIES

N. Have cooperative efforts been hampered by the merger?

O. If yes, why?

P. What is the relationship of the merged branch to other branches in the system?

PART XVI: COMBINED FACILITY-OPINIONS AND EVALUATION

dr MSup A. Are you working to meet both qualitative and quantitative school library media and public library standards?

All B. What factors have made the combined program a success in this area?

All C. What advantages have resulted from this organizational pattern?

All D. Has the library reached its expected level of use?

All E. What problems have resulted from this combination?
Security?
Undesirable people?

All F. What solutions do you suggest for these problems?

All G. Does this combined program tend to have more school related or more community related activities?

All H. Does this combined program discourage the development of adequate school library media centers?

All I. What is your philosophy of a joint school-public library program?

All J. Are you committed to this approach to library services?

All K. What advice would you give others who are considering this organizational pattern in their own area?

CONCLUSIONS OF PHASE I STUDY OF COMBINED LIBRARIES

Careful analysis of the data gathered from the study led to two major conclusions. These conclusions were based on an evaluation of the ability of the combined program to provide improved library service in various settings with different levels of library resources available.

First, it is unlikely that a community able to support or now supporting separate types of libraries will offer better school and public library service through a combined program. This is because the combination of factors required to promote a successful combined program seldom occurs. Even when many of these factors are present, it appears more difficult to provide adequate services through this organizational pattern because of the additional demands on the library staff, the need from more staff and resources, the differing program and service needs of various segments of the population, the political obstacles of dealing with different governmental entities and the dissimilar physical requirements for the location and construction of the facility.

Second, when a community is unable to provide minimum library services through separate facilities and no option for improved services through system membership exists, the combined program presents a possible alternative to limited or non-existent services under certain conditions. However, communities searching for a cheaper way to provide better library service should be aware of data relating to finances gathered in this study. These indicate that there is no documented evidence that economy results from this organizational pattern. Further, there was a definite feeling among many of the professional library personnel interviewed that a combined program which offered adequate library service generally costs more than the same level of service in separate types of library programs and is more difficult to imple-

ment successfully. Some of the major reasons for the additional costs may be: the reduced level of use of library services by community members and students from other schools resulting from the location of the combined program; the need expressed by adults to have an area exclusively their own in the library which means the cost of additional space; and, the nonduplicative nature of the programming for students and other community members which eliminates the possibility of cutting staff and collection since little duplication occurs. Therefore, communities with limited resources who are considering this approach should not select the combined program to improve library services except under the following circumstances: first, that implementation of the concept allows the hiring of professional library personnel where no such position previously existed; second, that this alternattive provides a means of strengthening resourses available in the community; third, that an adequately planned program of services to meet both public and school needs is developed and implemented; and, fourth, that a systematic evaluative procedure is used on a regular basis to determine the status of the program and provide for future direction.

APPENDIX D

LEGAL AGREEMENTS PERTAINING TO THE USE OF MEADOWLANE LIBRARY

CONTENTS OF THE

MEADOWLANE COMMUNITY LIBRARY

AGREEMENT
(as of May 11, 1976)

Use Agreements for School Buildings and Grounds (November 10, 1971)

Resolution (November 1973)

Library Contract (March 1, 1976)

Memorandum of Understanding (February 9, 1976)

Memorandum of Understanding No. II (March 1, 1976)

Addendum #1 (May 11, 1976)

SCHOOL BOARD OF BREVARD COUNTY

By:_____
Chairman

Attest:_____
Superintendent

MEADOWLANE COMMUNITY
LIBRARY ASSOCIATION, INC.

By:_____

Attest:_____

BOARD OF COUNTY COMMISSIONERS
OF BREVARD COUNTY, FLORIDA

By:_____

Attest:_____

USE AGREEMENTS FOR SCHOOL BUILDINGS AND GROUNDS

THIS AGREEMENT made this 10th day of November, 1971, by and between THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA, a public board organized and existing under the laws of the State of Florida, party of the first part, hereinafter called "School Board", and the MEADOWLANE COMMUNITY LIBRARY ASSOCIATION, INC., a Florida corporation not for profit, party of the second part, hereinafter called "Library Association",

W I T N E S S E T H:

WHEREAS, the School Board is desirous of cooperating with non-profit community agencies in constructing and utilizing facilities for the education and enjoyment of children and adults, and

WHEREAS, the Library Association was organized and dedicated to establishing a free public library in conjunction with the school library on the Meadowlane Elementary School site located at Minton Road, Melbourne, Florida, and was also willing to secure and provide capital funding toward the construction of such a facility, and

WHEREAS, the School Board approved the construction of a library on the Meadowlane Elementary School site at a cost of approximately $140,000.00 with the understanding that the facility would be used as a free public library serving both the needs of the students and the public in general, and

WHEREAS, the School Board, pursuant to authority vested in Florida Statutes Chapter 230.23, 235.02 and 233.30, may permit the use of school buildings and grounds within the district, subject to rules and regulations adopted by the School Board as necessary to protect the school plant and not to interfere with the use of the premises for school purposes;

NOW, THEREFORE, in consideration of the above things and matters and based upon the covenants and agreements hereinafter set forth, the parties hereto do hereby agree as follows:

1. That the School Board and the Library Association agree to joint use of the library facilities located at Meadowlane Elementary School at Minton Road, Melbourne, Florida, as a combined school and free public library, subject to the terms, conditions and covenants hereinafter set forth and also subject to all applicable state statutes. The Library Association agrees to establish and operate a free public library and shall use the premises only to conduct activities consistent with accepted principles of operation of such a library.

2. That the title to the real estate on which the library has been constructed is recognized as being the property of the School Board and the title to said property shall remain in the School Board and that all fixtures permanently attached to the premises shall likewise become and remain the property of the School Board.

3. The parties further agree that the use of the facilities shall be shared jointly for the needs of both the school and the community and that no activity shall be in conflict with any school operation.

4. The Library Association in conjunction with the School Board, through its delegated agents, shall provide a schedule of use to be coordinated by the Library Association and the School Board through the principal of Meadowlane Elementary School.

5. The parties hereto shall not through the use of the above described premises violate any federal, state, county or municipal law and regulation and shall comply with any applicable statutes

or School Board rules and regulations, and

WHEREAS, the insurer has agreed to include the Meadowlane Community Library Association as a named insured under these coverages at no increase in premium, and

WHEREAS, the Meadowlane Community Library can secure coverage of its personal property under a separate Special Library Policy;

NOW, THEREFORE, in consideration of the above things and matters and based upon the covenants and agreements hereinafter set forth, the parties hereto do hereby agree as follows:

(1) The School Board agrees that it will permit and direct the insurer to include the Meadowlane Community Library Association as a named insured with respect to the library building and protection in the event of liability for personal injury or property damage.

(2) The Meadowlane Community Library Association agrees to obtain a separate policy covering the loss, damage or destruction of personal property of the Library Association.

(3) The parties hereto shall not use any of the above described premises or any part thereof in any unlawful, improper offensive manner contrary to any applicable law, rule or regulation and shall not use the premises in a manner to be injurious to any person or property or to endanger or affect any insurance on the above described property or to increase the premiums thereof.

6. The Library Association agrees that it will not allow or permit any transfer, assignment or other use to be made of this agreement, or the premises included herein, without first obtaining the written consent of the School Board.

7. The Library Association shall retain the title to and the ownership of all personal property purchased by the Association and placed in the library unless otherwise agreed to by the parties to the contrary. It shall also be the responsibility of the Library Association to furnish to the principal of the Meadowlane Elementary School annually on the anniversary date of this agreement an inventory of all personal property, including equipment and books, etc., furnished by the Library Association to the library. All personal property belonging to the Library Association shall be marked in a manner consistent with the character of the property.

8. The School Board agrees to provide the following custodial services and to furnish and maintain the following utilities:

(1) electricity

(2) water

(3) sewage

The Library Association agrees to pay its proportional share of these costs as follows: (1) reimbursement to the School Board for 10 man hours of custodial service per week. (2) Utilities-$500 per year, payable in quarterly installments. Such amount is subject to re-evaluation at the request of either party. In event of nonresolution the new amount will be established by estimators from the utility companies involved.

9. The Library Association agrees to pay for the services and materials necessary to operate the facility as a free public library. All maintenance and major repair shall be the responsibility of the School Board and it is also agreed between the parties hereto that the School Board shall have the right at its option to alter space within said library facility at its own option, provided that the stated purpose of using the same as a library has not been diminished.

10. The Library Association agrees to use the premises as they are and not to modify the premises or move equipment off or on to the premises without first obtaining the concurrence of the School Board's agent, which for purposes of this paragraph shall be the principal of the Meadowlane Elementary School.

11. The parties hereto by the signing of this agreement understand and covenant each with the other that there may be from time to time matters of an operational nature which were not included in this agreement, but that these matters will be the subject of separate understandings between the parties and can be included in an operations manual to be supervised and administered by the head librarian under the direction of the principal of the Meadowlane Elementary School and the Library Association and the parties agree that the library will be operated consistent with the guidelines in the procedures manual of the Meadowlane Community Library.

12. That the Library Association in recognition of the initial construction costs in constructing said library facilities and to show its continued cooperation and support of the community library does hereby agree to pay to the School Board a sum of $30,000 as soon as possible. The Library Association agrees to pay a minimum of $2,000 annually until completion of payment. Specifically the parties hereto agree that the total amount due the School Board from the Library Association is $30,000 and that this sum must be retired within fifteen (15) years from January 1, 1971, and that there shall be a minimum payment of $2,000 paid annually on or before the first day of October of each year, commencing with the

first payment being due and payable on or before the first day of October, 1971.

13. That this use agreement may be terminated at any time by the mutual consent of the parties hereto and may be terminated by either party giving one hundred and twenty days (120) written notice to the other provided that such termination be required by conditions beyond the control of the terminating party, or in the event that either of the parties is found in violation of this agreement and fails to correct such violation within a period of thirty (30) days after written notice that such violation exists.

In the event that this use agreement is terminated by mutual consent, or by unilateral action initiated by the School Board, the following schedule of compensation will apply to protect and recover such portion of the construction cost of the library building, including permanent fixtures, that may, at the time of termination, have been provided by the Meadowlane Community Library Association:

Less than one year	100%
One year to two years	95%
Three years to five years	80%
Six years to ten years	60%
Eleven years to fifteen years	40%

It specifically is the intention of the parties hereto that the above payments shall be restricted to only the amount actually paid by the Library Association. It is further agreed between the parties hereto that from an after fifteen (15) years from January 1,

1971, there shall be no reimbursement by the School Board to the Library Association.

For the purposes of this clause the effective date is January 1, 1971.

IN WITNESS WHEREOF, the parties hereunto have placed their hands and corporate seals by their duly authorized representatives the day and year first above written.

THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

By _____
Chairman

_____
Attest-Secretary

MEADOWLANE COMMUNITY LIBRARY ASSOCIATION, INC., a Florida corporation not for profit

By _____
Chairman

_____
Attest-Secretary

WHEREAS, THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA and THE MEADOWLANE COMMUNITY LIBRARY ASSOCIATION, INC., entered into a Use Agreement on the 10th day of November, 1971:

WHEREAS, this Use Agreement allows the Meadowlane Library Association, Inc., certain use, privileges and participation in management of the Library located at Meadowlane Elementary School:

WHEREAS, this Use Agreement does not permit any transfer, assignment or other use to be made of this Agreement, or the premises included therein, without first obtaining the written consent of the School Board:

WHEREAS, at a public referendum in November, 1972, Brevard county wide, a tax was authorized to support a county wide library system and that system has been organized under the authority of the County Commissioners of Brevard County:

WHEREAS, The School Board of Brevard County desires to cooperate with the Meadowlane Library Association, Inc., and the Board of Commissioners of Brevard County:

WHEREAS, The Meadowlane Library Association, Inc., would derive financial, personnel, and other benefits by entering into a signed Agreement with the Board of Commissioners of Brevard County.

NOW, THEREFORE, in consideration of the above matters The School Board of Brevard County, Florida, hereby agrees to the following.

1. The School Board authorizes the Meadowlane Library Association, Inc., to enter into a signed Library Contract, a copy attached hereto, which becomes a part of this Resolution.

2. This authorization pertains to paragraph 6 of the Agreement entered into between the School Board of Brevard County, Florida, and the Meadowlane Library Association, Inc., on the 10th day of November, 1971. It is not meant

to alter any other portions of this Agreement and authorizes this deviation of paragraph 6 for this one circumstance only.

THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

_____
Chairman

_____
Superintendent

LIBRARY CONTRACT

THIS CONTRACT, entered into this 1st day of March, 1976, by and between the BOARD OF COUNTY COMMISSIONERS OF BREVARD COUNTY, FLORIDA, as the governing body of the Brevard County Free Public Library District, hereinafter referred to as the "District", the MEADOWLANE COMMUNITY LIBRARY ASSOCIATION, INC., hereinafter referred to as the "Association", and the SCHOOL BOARD OF BREVARD COUNTY, FLORIDA, hereinafter referred to as "School Board".

W I T N E S S E T H

WHEREAS, Chapter 72-480, Special Acts of Florida, 1972, created a special district known as the Brevard County Free Public Library District of which the Board of County Commissioners of Brevard County, Florida, is the governing body; and

WHEREAS, said Chapter 72-480 became effective upon approval by a majority vote of the qualified electors within the District of the levy of a tax not to exceed one mill for the establishment, operation and maintenance of a free public library service; and

WHEREAS, upon Chapter 72-480 becoming effective, the assessment and levy of taxes provided under said act became the exclusive levy for library purposes by the Board of County Commissioners of Brevard County and the authority of said Board to budget and levy additional taxes for library purposes within its general fund was revoked; and

WHEREAS, the Board of County Commissioners of Brevard County, Florida, is the recipient of funds provided by the Secretary of State of the State of Florida through the Division of State Library Services and Construction Act under the plan of operation approved by the United States Department of Health, Education and Welfare; and

WHEREAS, said State and Federal funds are provided for the establishment of a free public library system within Brevard County; and

WHEREAS, the ASSOCIATION operates a free public library facility located at Minton Road, West Melbourne, Florida 32901; and

WHEREAS, the free public library facility operated by the Meadowlane Community Library Association, Inc. is located on real property, title to which is vested in the School Board of Brevard County, Florida; and

WHEREAS, use of said free public library facility is subject to the terms and provisions of that certain Use Agreements for School Buildings and Grounds dated November 10, 1971, between the School Board of Brevard County, Florida and the Meadowlane Community Library Association, Inc., hereinafter referred to as "Use Agreement", a copy of which is attached hereto and made a part hereof by this reference; and

WHEREAS, it is the intent of the parties to enter into this Contract in order to establish a free public library system within the Brevard County Free Public Library District, to provide for the establishment, operation and maintenance of a free public library system within Brevard County with the taxes levied under the authority of said Chapter 72-480, and to define the responsibilities of the parties in the funding and administration of the Association's free public library facility within the Brevard County Free Public Library District.

NOW, THEREFORE, in consideration of the promises and conditions contained herein, it is mutually agreed between the parties as follows:

1. The ASSOCIATION'S free public library located at Meadowlane Community Library, Minton Road, West Melbourne, Florida 32901, hereinafter referred to as the "Library" is hereby designated as the free public library within the Brevard County Free Public Library System under the provisions of Section 17-13, Ordinance 72-1, Brevard County Code, and Chapter

72-480, Special Acts of Florida, 1972.

2. The ASSOCIATION hereby agrees to joint use by the School and District as a combined school and public library of all buildings, structures, facilities, books, furniture, equipment and other tangible property utilized by the Association for the operation and maintenance of the Library in accordance with the provisions of Sections 1 through 5 of the Use Agreement attached hereto. Said facility shall be utilized by the District for the purposes of providing library service to the public and establishing a free public library system in accordance with the terms of this Agreement, Chapter 72-480, Special Acts of Florida, 1972, and Ordinance 72-1, Brevard County Code. It is hereby mutually agreed and understood that the District shall have exclusive control over the operation and maintenance of the Library for public library use including, but not limited to, the collection and disbursement of income attributable thereto. The parties further agree and understand that all income, fines and penalties collected by the District attributable to the operation of the Library shall be held in a separate contingency account, which funds shall be utilized solely for maintenance and repair of the Library or such other purposes requested by the Library Director and approved by the District or it duly authorized representative. Nothing contained herein shall be construed as a transfer of ownership to the District of the Library or any building, structure, facility, books, furniture equipment or other tangible property hereinabove set forth.

3. The District hereby agrees as follows:

A. To provide and administer such funds as are necessary and available to the District for the operation and maintenance of the Brevard County Free Public Library System.

B. To maintain the highest standards possible for public library service throughout the District as determined and administered by the Board of

County Commissioners through the Brevard County Public Library Board and Library Services Coordinator.

C. To provide for the operation of the Brevard County Public Library Board in accordance with the terms and provisions of Ordinance 72-1, Brevard County Code, to study and make recommendations for the development and improvement of public libraries and public library services and programs administered by the District.

D. To provide such books, materials, furniture, equipment, services and facilities as the budget permits.

E. To employ a professionally trained and competent library staff as needed in accordance with the terms and provisions of Ordinance 73-16, Brevard County Code, and the Brevard County Merit System Rules and Regulations to administer all programs and services herein set forth.

F. To purchase and process books and other media materials according to professional selection methods in order to obtain the best economics.

G. To provide a systematic approach to library procedures whereby books and other media materials may circulate through all public libraries within the District with equal facility for the conveniences of library users.

H. To provide continuing in-service training programs, professional meetings, conferences, workshops and scholarship programs for college and other special educational courses.

4. The ASSOCIATION hereby agrees as follows:

A. To provide a inventory to the District of all books and materials currently utilized by the ASSOCIATION for the operating of the library, and all furniture, equipment and other tangible property currently owned by the Association and District.

B. To provide for development and improvement of local public library services by appointing a local library board to represent the public interest and to serve as an information resource in planning local library service programs for discussion and review by the Brevard County Public Library Board.

5. All current employees of the Library shall be deemed employees of Brevard County subject to the terms and provisions of Ordinance 73-16, Brevard County Code and the Brevard County Merit System Rules and Regulations.

6. The District hereby agrees to provide all custodial services and to furnish and maintain all utilities which are the responsibility of the Association under Section 8 of the Use Agreement attached hereto in accordance with the terms therein set forth.

7. The ASSOCIATION hereby assumes responsibility for fire and theft insurance for the Library, including all buildings, structures, facilities, books, furniture, equipment and other tangible property owned by the ASSOCIATION and utilized by the District in the operation of the Library. No tangible property owned by the ASSOCIATION and used by the District as provided herein shall be disposed of by the District without the prior written approval of the governing body of the ASSOCIATION.

8. The District hereby agrees to provide at all times during this Contract without cost or expense to the ASSOCIATION, policies of insurance generally known as public liability policies insuring the ASSOCIATION against all claims, demands, and causes of action whatsoever for injuries received or damage to property in connection with the use, occupancy, management and control of the subject library building. Such policies of insurance shall insure the ASSOCIATION in an amount not less than Three Hundred Thousand Dollars ($300,000.00) in connection with any one particular accident or occurrence that may arise or be claimed to arise against the ASSOCIATION.

9. All books, literature, supplies, equipment, furniture, materials, and tangible property purchased with the funds allocated under this Agreement shall be titled in the name of the District and accounted for and disposed of in the manner provided by law for the accounting and disposal of County property.

All donations of monies, books, literature, supplies, equipment, furniture, materials and tangible property to the Library shall be deemed property of the ASSOCIATION unless such donation specifies that the donation is made to the District.

Nothing contained herein shall be construed as a transfer of ownership to the District of any property, real or personal, owned by the Library or subsequently acquired by the Library with funds separate from those of the District allocated for the operation and maintenance of the Library under the terms and provisions of this Agreement.

10. The initial term of this Agreement shall be seven (7) months commencing March 1, 1976, and terminating September 30, 1976. Upon expiration of the initial term or any renewal therof, this Agreement shall be automatically renewed for an additional period of one (1) year commencing on October 1st of the applicable year and terminating September 30th of the following year. It is hereby mutually agreed and understood that either party to this Agreement may terminate same upon expiration of its initial term or any renewal therof, provided written notice of termination is given to the other party at least ninety (90) days prior to the date of expiration of said term.

MEMORANDUM OF UNDERSTANDING

Two (2) items which were discussed during our contract talks, but not explained in detail in this final contract, are (1) diposition of monies collected by the libraries prior to the executed date of the contract (March 1, 1976) and (2) transfer of library employees to the County payroll.

I. Disposition of monies collected by the library prior to the effective date of the contract -- March 1, 1976.

A. All monies collected prior to the effective date of the contract will be disbursed by the local governing agent as they deem necessary.

B. Monies collected after March 1, 1976 will be sent to the Brevard County Finance Department in accordance with the procedure worked out by the Library Services Coordinator and the Finance Department to be earmarked for the library as designated in the contract.

II. Transfer of library employees to the County payroll:

A. All existing local library employees whose salaries are reimbursable currently by the County would be employed as County employees under the Merit System with no probationary period required except as may be provided for employees of libraries under one year of service.

B. Full time permanent positions would be quaranteed for current employees for the remainder of this fiscal year.

C. No employee would be transferred from one library to another without the consent of the employee involved.

D. All outstanding leave balances would be transferred to the limit of the Merit System. Maximum annual leave to be transferred is 240 hours or 30 working days. Maximum sick leave to be transferred is 1152 hours or 144 working days.

E. Benefit accrual dates and hire dates would be carried over consistent with the Merit System Rules.

F. Retirement benefits would be protected for all employees in the following manner:

1. Upon transfer to the County payroll, local full time permanent library employees who have been with the libraries for three or more years would have a one time option of joining the Florida State Retirement System or continuing in their existing city private pension or retirement plan. This type of provision is sanctioned by the Florida Retirement System.

2. Full time permanent employees with less than three years of service to a local library would become members of the Florida State Retirement System with no option.

3. The County Library fund would pay the employer share (4% of gross salary) for up to three years of prior service credit with the employee paying the other 4% plus interest in a manner to be arranged with the State Retirement System. This prior service credit option throughout the remainder of the fiscal year, to be exercised not later than September 30, 1976.

G. Employment of persons not reimbursed by the County, that is, City or Special Tax District employees who work wholly or in part in support of the local libraries, would be hired by the County only at the discretion of the Library Services Coordinator consistent with budgetary and position authorization requirements of the Library, the Merit System and the appropriate County policies and procedures.

H. Part-time employees will be transferred with the same quarantees as stated above for full time permanent positions. However, part-time employees will receive only those benefits outlined in the Merit System for part-time employees. Neither insurance nor sick and annual leave are given to part-time employees.

_____

Library Services Coordinator
February 9, 1976

MEMORANDUM OF UNDERSTANDING NO. II

This memorandum is entered into this 1st day of March, 1976 between the BOARD OF COUNTY COMMISSIONERS OF BREVARD COUNTY, FLORIDA, the governing body of the Brevard County Free Public Library District, hereinafter referred to as the "District"; and the MEADOWLANE COMMUNITY LIBRARY ASSOCIATION, INC., hereinafter referred to as the "Association", for the purpose of documenting the mutual understanding of the parties of the role and responsibilities of the Library Board of the Association and the duties and responsibilities of the Library Director of the local library as defined in the Library Contract between the parties.

1. The Library Director shall have the following duties and responsibilities:

a. Coordinate and supervise the administrative responsibility for the operation and maintenance of the library in accordance with the approved operational budget and the policies and procedures adopted within the administrative structure established by the District.

b. Serve as a liaison between the Library Board of the Association and the Library Coordinator of the District on library matters.

c. Approve the acquisition and replacement of books and other resource materials within the approved operational budget under the policies and procedures adopted within the administrative structure established by the District.

d. Advise and consult with the Library Coordinator in the formulation of rules and regulations and policies and procedures relating to the operation and administration of the library.

2. The Library Board shall have the following duties and responsibilities:

a. Advise and consult with the Library Director in the operation and maintenance of the Library.

b. Review and make recommendations in consultation with the Library Director of the District's proposed operational budget for the library each fiscal year and submit such recommendations to the District in the manner and within the time required by the District.

c. Create, foster and coordinate interest by the local community in the operation and programs of the library.

d. Recommend to the Library Coordinator or the Brevard County Public Library Board programs, policies, procedures and methods to increase the efficiency and effectiveness of the administrative function of the free public library service within the District.

This memorandum is hereby executed by the proper officials of the parties on the aforementioned date.

BOARD OF COUNTY COMMISSIONERS
OF BREVARD COUNTY, FLORIDA
Governing Body of the Brevard
County Free Public Library
District

ATTEST:

_____
Clerk

By_____
Chairman

ATTEST:

_____

By_____

ADDENDUM NO. 1

The following language ia an extension of Paragraph 13, Page 6, of the Library Contract, March 1, 1976, between the Board of County Commissioners of Brevard County, the Meadowlane Community Library Association, Inc., and the School Board of Brevard County.

"That anything in this agreement to the contrary notwithstanding, the provisions of that certain Use Agreement between the Meadowlane Community Library Association, Inc., and The School Board of Brevard County, Florida, date November 10, 1971, shall control in the event of any conflicts."

SCHOOL BOARD OF BREVARD COUNTY

By:_____
Chairman

Attest:_____
Superintendent

MEADOWLANE COMMUNITY
LIBRARY ASSOCIATION, INC.

By:_____

Attest:_____

BOARD OF COUNTY COMMISSIONERS
OF BREVARD COUNTY, FLORIDA

By:_____

Attest:_____

11. Notice under the Agreement shall be given to the District by mailing written notice to the Administrative Director, P.O. Box 1496, Titusville, Florida 32780.

Notice shall be given to the ASSOCIATION by mailing written notice to the Chairman, Meadowlane Community Library Association, Inc. Minton Road, West Melbourne, Florida 38901.

12. It is mutually recognized that this Contract is entered into under the authority of Chapter 72-480, Special Acts of Florida, 1972, and Ordinance 72-1, Brevard County Code.

13. It is hereby mutually agreed and understood that this Agreement is subject to the terms and conditions contained in the Use Agreement attached hereto, and that failure of either party to perform or observe any or all of the applicable covenants contained therein shall be considered a material default under the terms of this Agreement and subject same to termination by the other party. By execution of this Agreement, the School Board of Brevard County, Florida consents solely to execution of same by the parties hereto and to the use of the free public library facility described herein in accordance with the terms and provisions of this Agreement.

14. This Agreement shall be subject to modification at any time upon written consent of the parties hereto.

IN WITNESS WHEREOF, the parties herein have hereunto set their hands and seals on the day and year first above written.

BOARD OF COUNTY COMMISSIONERS
OF BREVARD COUNTY, FLORIDA

By:_____

Attest:_____

SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

BY:_____

MEADOWLANE COMMUNITY
LIBRARY ASSOCIATION, INC.

BY:_____

ATTEST:_____

ATTEST:_____

APPENDIX E

CRITERIA FOR JUDGING SUCCESS OR FAILURE OF COMBINED SITES

CRITERIA FOR JUDGING SUCCESSES AND FAILURES

Because of the lack of standards and performance measures for these libraries, the research team developed its own criteria to differentiate successful school-public libraries from those which were failures. These criteria were based on extensive review of the literature, expert opinion and observation. The sites were evaluated on the basis of the following questions:

1. Did the persons representing the public library system headquarters and/or the district media program or its substitute describe the site as a failure?

2. Did the program fail to offer comparable services to meet the needs of students and other community members during the hours that the library was open?

3. Has the combined program experienced a decrease in circulation as compared to previous years?

4. Have the larger organizational units failed to recognize the differing requirements of the combined program and not modified their operations to meet those needs?

5. Has there been a lack of on-going commitment by the policy making body(ies) to support the combined program?

If the answer to at least three of these questions was positive, the site was identified as unsuccessful. When these criteria were applied to the sites visited, it was determined that there were two successful combined school-public libraries and four failures. The Olney program has not been fully implemented but it progressed through an extensive planning period as part of a model project with many positive results, so it was considered a successful program in areas relating to planning and preliminary evaluation.

"END OF DOCUMENT"